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Understanding the Psychology of Tutor: A Research Study

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Abstract

The study was entitled as “A Study to analyze the Role of Tutor in Distance Education at M.A Education Level.” It involved both positive and negative aspects of the role of tutor in distance education. Main objectives of the study were; (i) To identify the responsibilities of tutor in distance education. (ii) To explore the role of tutor in distance education. (iii) To recommend some suggestion to improve the role of tutor. This study completed by the following procedure of survey method. All the students and tutors of AIOU at M.A Education level were considered total population of the study. The students and tutors of district Bahawalpur were selected as sample. Two questionnaires were developed one for students and second for tutors. The data was analyzed on the biases of frequencies, mean and simulative percentage. On the basis of the analysis of data some findings, conclusions and recommendations were made for the tutors and students of distance education. Following were some of the main recommendations of the study (i) Tutor may guide the students for preparing assignments (ii) Tutor should provide the study schedule before time (iii) A.V aids facilities may be provided at study centers.

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Introduction

All over the world education is regarded as the key feature in overcoming the barriers that humankind face and the basic device for empowering mankind and bringing them in to the main path of advancement. Edification not only provides fundamental understanding and skills to improve health and livelihoods, but it empowers mankind to take their rightful place in society and the development process. (Mishra, 2005)

Education means the process of development from infancy to maturity. In other words, it is process whereby human beings gradually adapt himself in a various ways to his physical, social and spiritual environments. Thus, education is a lifelong process. Education is important for individual and society but in the way education is more important. In fact education is a combination of ideas, facts, traditions, experiences, beliefs and philosophies of life. (Dhiman 2007)

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Education, from this point of view, is considered as a process of the development of what is innate in the child. It is an agency of, or an instrument for, the transformation of the potential into the actual. This explanation presumes that all knowledge is inherent in children. Education therefore, implies growth from within rather than imposition from within. Education is a process of development of talent inborn in the individual and not conveying to an individual a body of information or knowledge. (Dhiman 2007)

The very first learning of a person takes place in his family environment. He learns habits, attitude, skills, and new things by listening observing and doing in informal situation first by living among the family members and then from his environment he interacts with. This learning deliberately does not take place in a formal situation. Such learning is generally called informal education. This natural learning is usually the result of social and physical surroundings in which an individual lives. Most of one's education takes place unconsciously in an incidental manner. When "education is deliberately planned, chosen and employed by the community for the welfare of its coming generations", it is called formal education. Sharma. (2004).

As we studied earlier family is the main source of informal education. Apart from the family, the peer group, siblings, community and professional organizations etc., are the source of normal education and children learn a lot through this mode without making much conscious and delineate effort. The cultural values, knowledge and skills are diffused from one generation to another in an informal and UN organized manner. Through this mode an individual acquires and practices experience within the frame of community he lives. Sharma (2004)

2. Objective of the study

(i) To identify the responsibilities of the tutor in distance education. (ii) To explore the role of tutor in distance education. (iii) To recommend some suggestions to improve the role of tutor in distance education.

3. Research Methodology

The 88 students and 12 tutors were selected randomly as the sample of researcher's study from District Bahawalpur. A Questionnaire was developed by the researcher with the consultation of supervisor as a research tool for data collection.

4. Findings for the Questionnaire

- i. Significant majority 80.68% of the respondents agreed that the tutor informs them that they are their tutor by letter in time and 14.77% disagreed.
- ii. Significant majority 84.09% of the respondents agreed that the tutor writes the proper address of his residence on letter and 1.13% disagreed.
- iii. Majority 78.4% of the respondents agreed that the tutor writes his contact number on letter and 12.50% disagreed.
- iv. Majority 65.91% of the respondents agreed that they take guidance from their tutors how to prepare the assignments and 24.99% disagreed.
- v. Significant majority 88.31% of the respondents agreed that they submit their assignments according to schedule and 2.27% disagreed.
- vi. Majority 60.18% of the respondents agreed that the tutor check their assignments attentively and 18.17% disagreed.

- vii. Only 35.22% of the respondents agreed that the tutor tells them about their assignment mistakes and 45.45% disagreed.
- viii. Majority 57.91% of the respondents agreed that the tutor returns their assignments mark sheet and 28.40% disagreed.
- ix. Sight majority 53.4% of the respondents agreed that the tutor cooperates with them in their subject difficulties and 27.27% disagreed.

5. Analysis

The scoring work was completed, then the analysis was done statistically using percentage method and the percentage was calculated.

Table-4: Students Opinion about the Role of Tutor in Distance Education at M .A Education Level (Percentages)

Variables	SA	A	UD	D	SD
The tutor informs me that I am your tutor by letter in time	30.68	50	4.54	10.23	4.54
The tutor writes the proper address of his residence on letter	35.23	48.86	10.23	0	1.13
The tutor writes his contact number on letter.	32.95	45.45	9.09	9.09	3.41
I take guidance from my tutor how to prepare the assignments	26.14	39.77	9.09	21.59	3.40
I submit my assignment according to schedule	36.36	57.95	3.40	2.27	0
The tutor checks my assignments attentively	20.45	39.77	21.59	14.77	3.40
The tutor tells me about my assignments mistake	12.50	22.72	18.18	36.36	9.09
The tutor returns my assignments mark sheet	19.31	38.63	13.63	18.18	10.22
The tutor cooperates with me in my subject difficulties	17.04	36.36	19.31	21.59	5.68
The tutor gives me proper time for guidance	12.50	36.36	18.18	27.27	5.68
The tutor mentions the study centre in letter	26.14	59.09	2.27	9.09	3.40
The tutor informs me about my study centre	20.45	60.22	9.09	5.68	4.54
The tutor informs me about my study schedule	19.31	54.54	14.77	9.09	2.27
The tutor comes on study centre regularly	22.72	43.18	21.59	7.95	4.54
The tutor used A.V aids during lecture	18.18	28.40	17.04	22.72	13.63
The tutor voice loud and clear during lecture	32.95	52.27	4.54	9.09	1.13
The tutor use simple language during lecture	38.63	47.72	7.95	5.68	0
The tutor behaviour is friendly in classroom	45.45	46.59	4.54	3.40	0
The tutor has full command on his/her subject	19.31	37.50	30.68	10.22	2.27
The tutor gives sufficient knowledge during lecture	18.18	50	20.45	7.95	3.40
The tutor covers all the contents according to schedule	11.36	54.54	14.77	15.90	3.40
The tutors play important role in distance education.	36.36	54.54	5.68	1.14	2.27

6. Conclusion

On the basis of above findings, the following conclusions are drawn.

- i. Students face difficulties to meet their tutors.
- ii. Tutors are not helpful to solve the academic problems and preparing the assignments.
- iii. Most of the student's opinion that the tutors do not use A.V aids and not give the sufficient knowledge during lecture.

7. Recommendations

On the basis of data collected and analysed the finding and conclusions are presented earlier. After examining findings and conclusions the following qualities of a tutor are recommended in order to meet the

requirement of the employers as well as to improve the system of distance education. A number of recommendations have been identified by the respondents which are given as below.

- i. Tutor should try to solve the academic problems of the students.
- ii. Tutor should guide the students for preparing assignments.
- iii. Sufficient knowledge may be provided to the students.
- iv. Tutor should be available on time for student help at study centre.
- v. Tutor should teach the complete content according to schedule.
- vi. The entire distance learner should cooperate with the tutors.

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